DOCUMENT RESUME

ED 343 297 EC 300 976

TITLE	Project CMYC: Catch Me If You Can. Executive Summary.
INSTITUTION	MACY Research Associates, Wills Point, TX.
SPONS AGENCY	Texas State Dept. of Health, Austin.
PUB DATE	Aug 91
CONTRACT	TDH-C1000046
NOTE	63p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Disabilities; Early Childhood Education; *Early Intervention; Followup Studies; Longitudinal Studies; Models; Parent Attitudes; Program Effectiveness; Program Evaluation; Student Placement
IDENTIFIERS	*Project CMYC TX; Texas

ABSTRACT

The purpose of Project CMYC (Catch Me if You Can) was to develop and test a model for longitudinal study of local (Texas) Early Childhood Intervention (ECI) program graduates and their families. The model called for comparison of ECI graduates and families to a group of children with similar disabilities and of comparable age, who had not previously received ECI services. The project identified service placements for 293 children who graduated from an ECI program in 1990 and conducted in-depth personal interviews with a subsample of 76 parents. Teacher ratings of school performance were collected for 59 of these children. An unexpected finding was the small number of children in public school early childhood classes for the disabled who had not received previous ECI service. Findings indicated that 88 percent of ECI graduates were referred to public school early childhood programs and that of this group 10 percent refused services and 3 percent were waiting for services. Half the parents agreed to participate in the study (suggesting the need for more personal contact); parents indicated very positive attitudes about the ECI program and their child's progress; and teachers rated at least 50 percent of the graduates as having age appropriate functional skill on 10 of the 15 rated skills. Details are reported in both narrative and tabular form. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED343297

PROJECT CMYC

CATCH ME IF YOU CAN

EXECUTIVE SUMMARY

EC 300976

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D.J. Macy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

P R O J E C T C M Y C

C A T C H M E I F Y O U C A N

E X E C U T I V E S U M M A R Y

A research project funded by the Texas Department of Health
on behalf of the Interagency Council on Early Childhood Intervention.

August 1991

MACY RESEARCH ASSOCIATES

Wills Point, Texas

PROJECT CATCH ME IF YOU CAN

CONDENSED EXECUTIVE SUMMARY

Purpose of the Project

The purpose of Project CMYC was to develop and design test a model for longitudinal study of local ECI program graduates and their families. The intent was to develop a research model that could be used on a state-wide basis. The project should not be viewed as an early intervention efficacy study, even though selected outcomes supported the value of early intervention.

Research Model Development

The CMYC research model was developed in consultation with a panel of national experts, a panel of local ECI program directors, other ECI groups and numerous professionals.

The model drew upon local ECI program support in following service placements of ECI graduates and in securing parent permission to conduct parent interviews. Upper level college students in each sample region were employed and trained to conduct parent interviews and collect teacher ratings.

Data collection instruments developed for use in the model generally worked well, but results indicated a need for modification in selected items/questions and further study into response patterns of ethnic groups.

Project Samples

The project identified post-graduation service placements for 293 children who graduated from an ECI program in the summer of 1990 in the San Antonio or West Texas regions of the state of Texas.

In-depth personal interviews were conducted with a subsample of 76 parents of ECI graduates, and teacher ratings of school performance were collected for 59 of these children. The model identified only a small number of comparison children who met the age criteria, whose parents gave permission to participate in the study, and who had previously not received ECI services.

Comparison Group

The CMYC model called for comparison of ECI graduates and families to a group of children with similar disabilities and of comparable age, who had not previously received ECI services. State-wide population figures and professional expectations suggested that there would be a sufficient number of comparison children available.

An unexpected finding was the small number of children in public school early childhood classes for the disabled, who had not received previous ECI service. Followup discussions with public school appraisal personnel indicated that there were likely very few comparison children. However, there were indications that a number of parents of comparison children failed to return the parent permission form, thereby giving the appearance of few available comparison children.

It was not known if unserved and age-appropriate children with disabilities were residing in the sample areas, since the Project CMYC research model did not search beyond the public school setting. However, feedback from a variety of personnel indicated that the extent of disability among any such unserved children would most likely be considerably less severe than that among children who had received ECI service, thereby greatly restricting the research value of any potential comparison group.

The absence of comparison children may have indicated that ECI has been doing a good job of making service available to eligible children (at least in the two sample regions). On the other hand, a number of interviewed parents cited the need for better awareness of ECI programs and wondered why they had not learned about ECI sooner.

Service Placements of ECI Graduates

The CMYC model worked well in securing information about referral and actual service placements of ECI graduates. The vast majority of ECI graduates (88%) were referred to public school early childhood programs and at the time of followup (November and December 1990), 61% were enrolled in a public school program.

Of the remaining 39% of ECI graduates, ten percent refused services, four percent were not eligible, and followup could not locate eleven percent of the graduates. Another eleven percent received service in either a private agency or Headstart center, and three percent were waiting for service placement.

Rate of Parent Participation

About one-half of the parents of ECI graduates agreed to participate in the study. This was much lower than anticipated and was due to failure to contact parents personally. Of those parents who were contacted personally, 96 percent agreed to participate in the study. These results emphasized the need for personal contact by ECI program personnel in requesting permission.

ECI Benefits Reported by Interviewed Parents

Parents of ECI graduates reported improved communication within their families, a greater sense of emotional support and acceptance, increased knowledge and skill in caring for their child, and numerous other benefits.

All but one of the parents said that the ECI program was important to them personally, more than 90% said that the program was important to their family, and 76% said that it was important to their community.

Almost all parents (91%) reported that their child had made pretty good progress while in the ECI program, and 66% reported that their child had made very good progress.

Data indicated that during ECI enrollment, the percent of parents who thought that their child would go to a regular school increased from 51% to 75%.

Parents were generally very optimistic about long-range school accomplishments, independent living achievements, and community participation of their children.

Teacher Ratings of School Performance

Ratings by public school teachers showed that at least 50% of the ECI graduates had either independent skill or age-appropriate functional skill on 10 of the 16 skills rated by teachers.

On five of these ten skills (play, separation from home, response to teacher praise, group participation, and communication) about two-thirds or more of the graduates were rated as either independent or age-appropriate.

Summary of Major Conclusions

Project CMYC developed a feasible research model, and the design test of the model found that:

1. data collection methods generally worked well, especially data collector functions and parent interview procedures.

2. selected instrumentation should be improved, especially to gain more accurate assessment of response patterns evident in different cultural groups and more accurate description of services received by families and children. Some items could also be combined, and others deleted.

3. the project failed to identify a comparison group of unserved children, and any research effort involving a comparison group will likely be problematic due to the limited availability of children and to lower levels of disability among unserved children.

4. the vast majority of ECI graduates moved into a service placement after graduation, ten percent refused services, four percent were ineligible for special services, and three percent were waiting for services.

5. parents of ECI graduates reported numerous child, personal and family benefits, as well as community benefits from participation in an ECI program, and data further suggested that ECI participation may have been effective in producing some of these benefits.

6. public school teachers reported that ECI graduates generally did well on most classroom skills and behaviors. School appraisal personnel in the San Antonio region reported that ECI graduates typically made greater progress in school than those children with disabilities who had not been in an ECI program, and parents of ECI graduates were more involved in their child's education.

For more information contact:

Donna Samuelson, Project Officer
ECI Program - Texas Department of Health
1100 West 49th Street
Austin, TX 78756
Telephone (512) 458-7673

Daniel J. Macy, Project Director
Macy Research Associates
RR 5 - Box 122
Wills Point, TX 75169 (903) 896-1904

Project CMYC

Project Catch Me If You Can

EXECUTIVE SUMMARY

Daniel J. Macy, Ph.D.
Executive Director

Sara J. Macy
Operations Director

Macy Research Associates
Wills Point, Texas

August 1991

A research project funded by the Texas Department of Health
on behalf of the Interagency Council on Early Childhood Intervention
under contract TDH Document No. C1000046.
However, the content does not necessarily reflect the position or
policy of TDH or the Interagency Council on Early Childhood Intervention,
and no official endorsement of these materials should be inferred.

Project Officer: Donna Samuelson
ECI Program
Texas Department of Health
Austin, Texas

FORWARD

The overall purpose of Project CMYC (Catch Me If You Can) was to develop and design test a research model for longitudinal study of local ECI program graduates and their families.

The project was a design test of a model that could perhaps be used on a state-wide basis. The project was not an early intervention efficacy study and should not be construed in that sense, even though selected outcomes supported the value of early intervention.

This Executive Summary briefly reviews the historical context of the project and highlights major outcomes from the project. The project yielded a great deal of information, and the complete technical report for the project is available from the ECI Program of the Texas Department of Health.

The Executive Summary presents major outcomes in terms of tables or graphs and "bulletized" summary and/or interpretation of data.

Acknowledgments

Project CMYC

Throughout the development and field testing of the Catch Me If You Can research model, numerous consultants, program directors, and professionals provided many suggestions and valuable input. We wish to express our sincere appreciation and gratitude to these people.

Project Consultants:

Glendon Casto, Logan, UT
Jo Ann C. Chenell, Decatur, AL
Ernie Gotts, Dallas
Kenneth R. Olsen, Lexington, KY
Tanya M. Suarez, Chapel Hill, NC

Program Directors:

Emily Vargas Adams, Austin
Gail Brown, Longview
Lois Case, Ft. Worth
Lisa Contreras, Corpus Christi
Jane Crouch, Plainview
Carol Danielson, Dallas
Blanche Delgado, San Antonio
Mary Dodd, Dallas
Lisa Doocy, Dallas
Gloria Frick, Temple
Gloria Galey, Lubbock
Emma Garcia, San Antonio
Carole Gard, Galveston
Juanita Gomez, San Antonio
Jimmye Gowling, Beaumont
Ann Hardy, Mexia
Marlene Hollier, Houston
Laura Kender, Fort Worth
Carol Kratville, Richardson
Barbara Moss, Dallas
Judith Pepper, Amarillo
Susan Rigby, Wimberly
Betsy Sadler, San Angelo
Donna Samuelson, Austin
Sheila Self, Jacksonville
Julie Smith, Port Arthur
Ruth Solis, Edinburg
Gary Williams, El Paso
Steven Yereb, McAllen
Elinor Zind, El Paso

Research and Evaluation Subcommittee: *

Cynthia Aguirre, San Antonio
Louise Scanlon, San Antonio
Tammy Tiner, College Station

Advisory Committee to the Interagency Council on Early Childhood Intervention: *

John Delgado, San Antonio
Ernest Gotts, Dallas
Julian Haber, Ft. Worth
Kay Lambert, Austin
David Levy, Austin
Pamela Marcum, Waco
Kathryn Moody, Houston
Venitha Rosales, Amarillo
Tammy Tiner, College Station
Sister Mary Nicholas Vincelli, Mission
Nancy Ward, Ft. Worth

Project Officer:

Donna Samuelson, Austin

Data Collectors:

Valerie Philpot Biediger, Lubbock
Maria Hernandez, San Antonio
Denise Laird, Lubbock
Julia Larkin, San Antonio
Alexia Ritchie, San Antonio
Maria Rubio, San Antonio
Lori Utterback, San Antonio
John Woodward, Lubbock

* The list includes members of these committees who were present at Project CMYC meetings and is not a complete listing of committee membership.

Table of Contents

	Page
Forward	*i*
Acknowledgements	*ii*
Purpose and Background	1
Catch Me if You Can Research Model	2
Research Questions	9
Data Collection Procedures	10
Summary of Major Findings	11
Project Research Groups	12
Population Studied	13
Demography	16
Special Services	20
Prior to Graduation	21
Service Placements	25
Placements of ECI Graduates	26
Reports from Parents of ECI Graduates	28
Progress of Children	29
Aspects of Participation in ECI	30
Expectations about Regular School	32
Acceptance and Understanding of Special Needs	33
Family Stress and Strengths	35
Teaching and Caring for Special Needs	36
Advocacy Skills	37
Reports from Teachers of ECI Graduates	38
Ratings of ECI Graduate Performance	39
Cost of Data Collection	42
Comparison Group Feasibility	45
Model Feasibility	46
For More Information	47

Purpose and Background

Project CMYC

- The Texas Interagency Council on Early Childhood Intervention, representing the Department of Mental Health and Mental Retardation, Texas Education Agency, Department of Human Services, and the Department of Health, was established by the Texas Legislature to make policy and award monies.

- The 1990 Texas Early Childhood Intervention (ECI) Program, through a network of 71 local ECI programs, served about 12,000 children under the age of three who were developmentally delayed or at risk of delay.

- The ECI Advisory Committee was established by the Texas Legislature to review issues before the ECI Interagency Council and to make recommendations.

- The Research and Evaluation Subcommittee of the ECI Advisory Committee developed a conceptual framework for research and evaluation within the ECI Program, and Project CMYC addressed selected questions targeted by the conceptual framework.

- The overall purpose of Project CMYC was to develop and design test a model for longitudinal study of local ECI program graduates and their families.

Catch Me If You Can Research Model

Project CMYC

o The CMYC research model was designed through a cooperative effort involving consultants, local ECI program directors, and other professionals.

o The model was developed in the spring of 1990, and data were collected during May 1990 through February 1991. After completion of data collection, project consultants and local ECI program directors reviewed outcomes to assist in interpretation and in formulating future revisions in the model.

o The model specified collection of demographic and referral/placement data for 1990 graduates of ECI programs and a wide variety of data from parents and teachers of a subsample of graduates.

o The model called for comparison of ECI graduates to comparable children who had not received ECI services.

o Project CMYC conducted the design test of the research model in the San Antonio and West Texas (Lubbock area) regions of Texas. These were selected to provide appropriate representation of population demography, rural/urban factors, and kinds of agencies sponsoring the local ECI programs.

o Figures One through Four on the next four pages give a visual representation of the CMYC research model (note that the current project contract budget included only cross-sectional study of 1990 ECI graduates and excluded the intensive ethnographic study specified in Figure One).

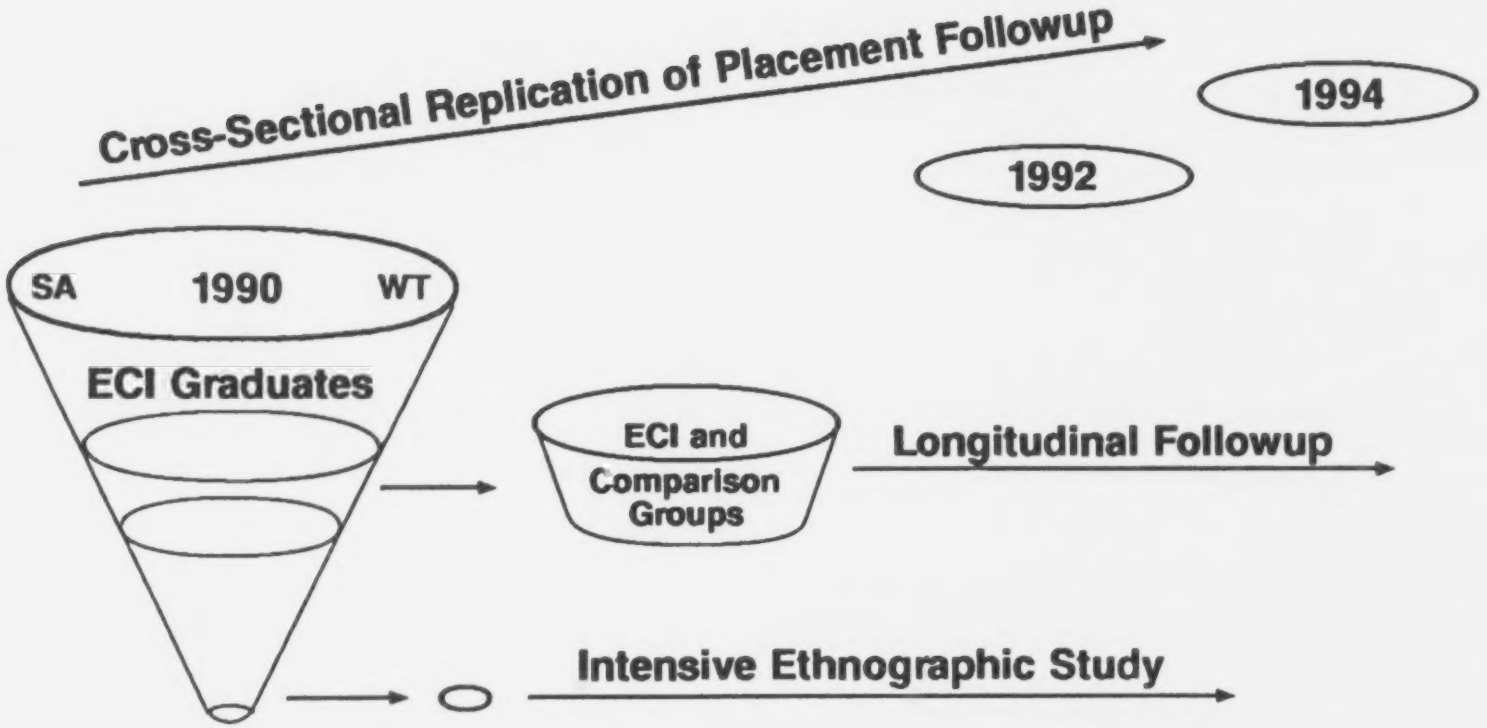


Figure 1
Model Overview
Project Catch Me If You Can

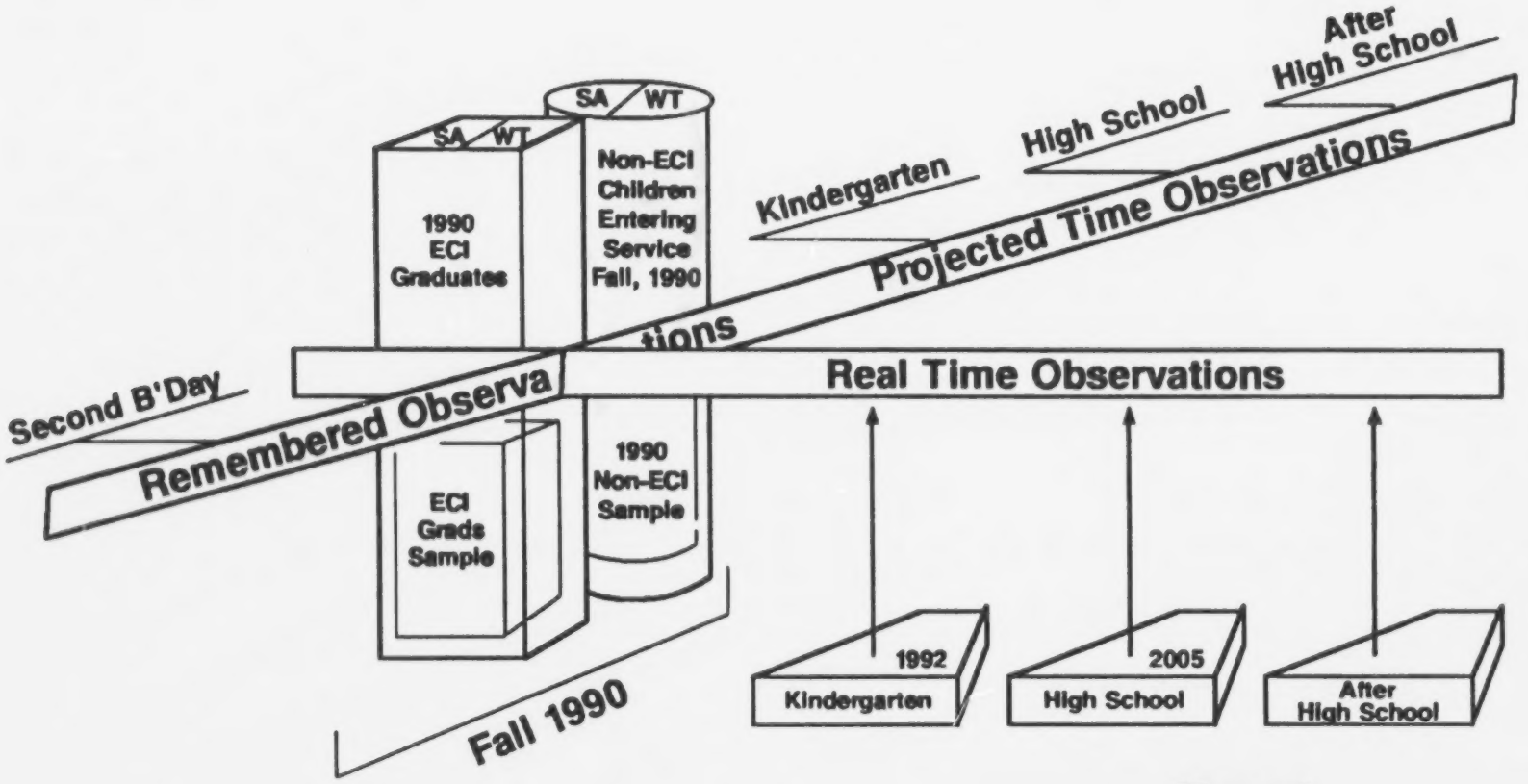


Figure 2
Longitudinal Framework
Project Catch Me If You Can

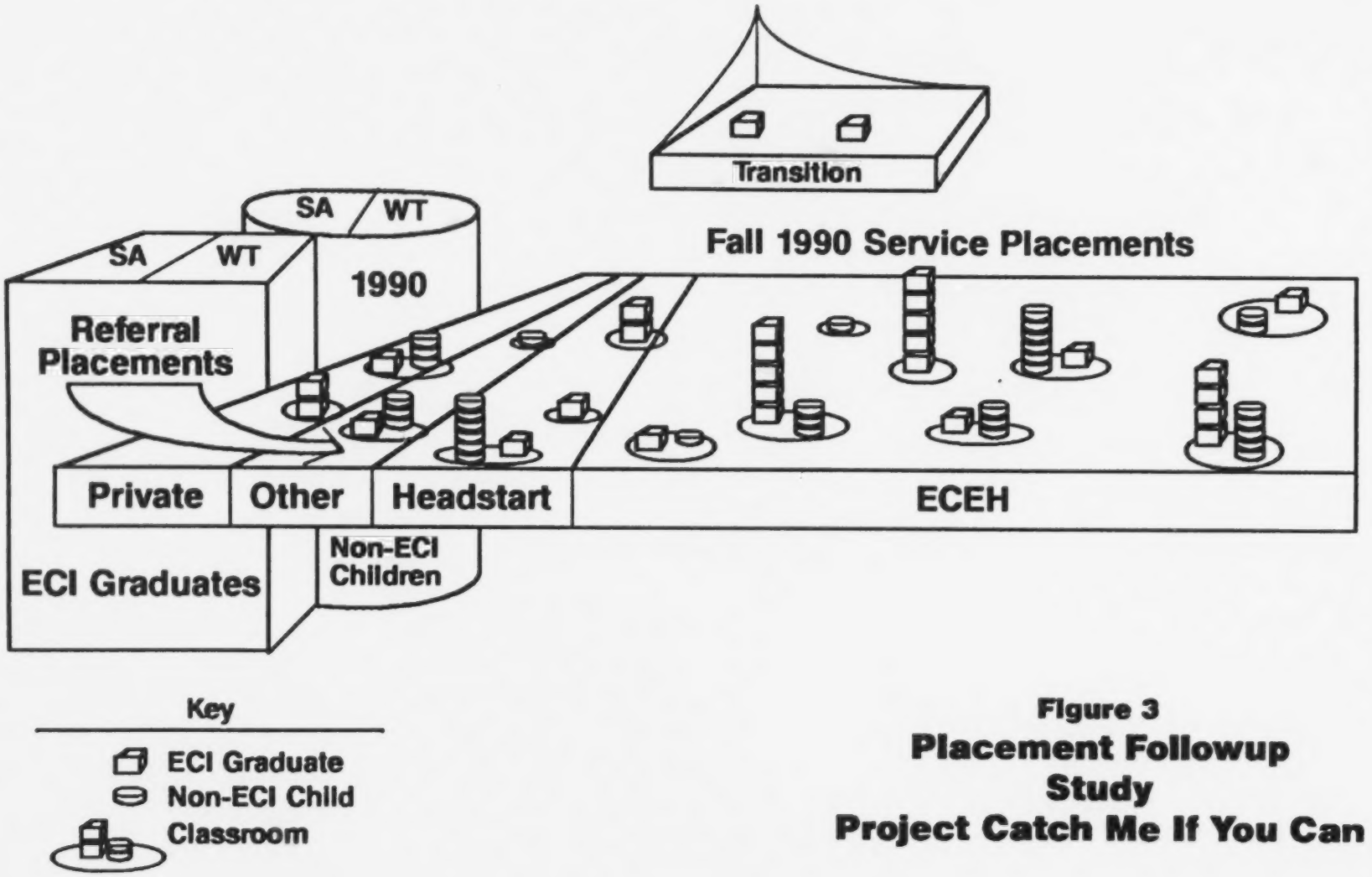


Figure 3
Placement Followup Study
Project Catch Me If You Can

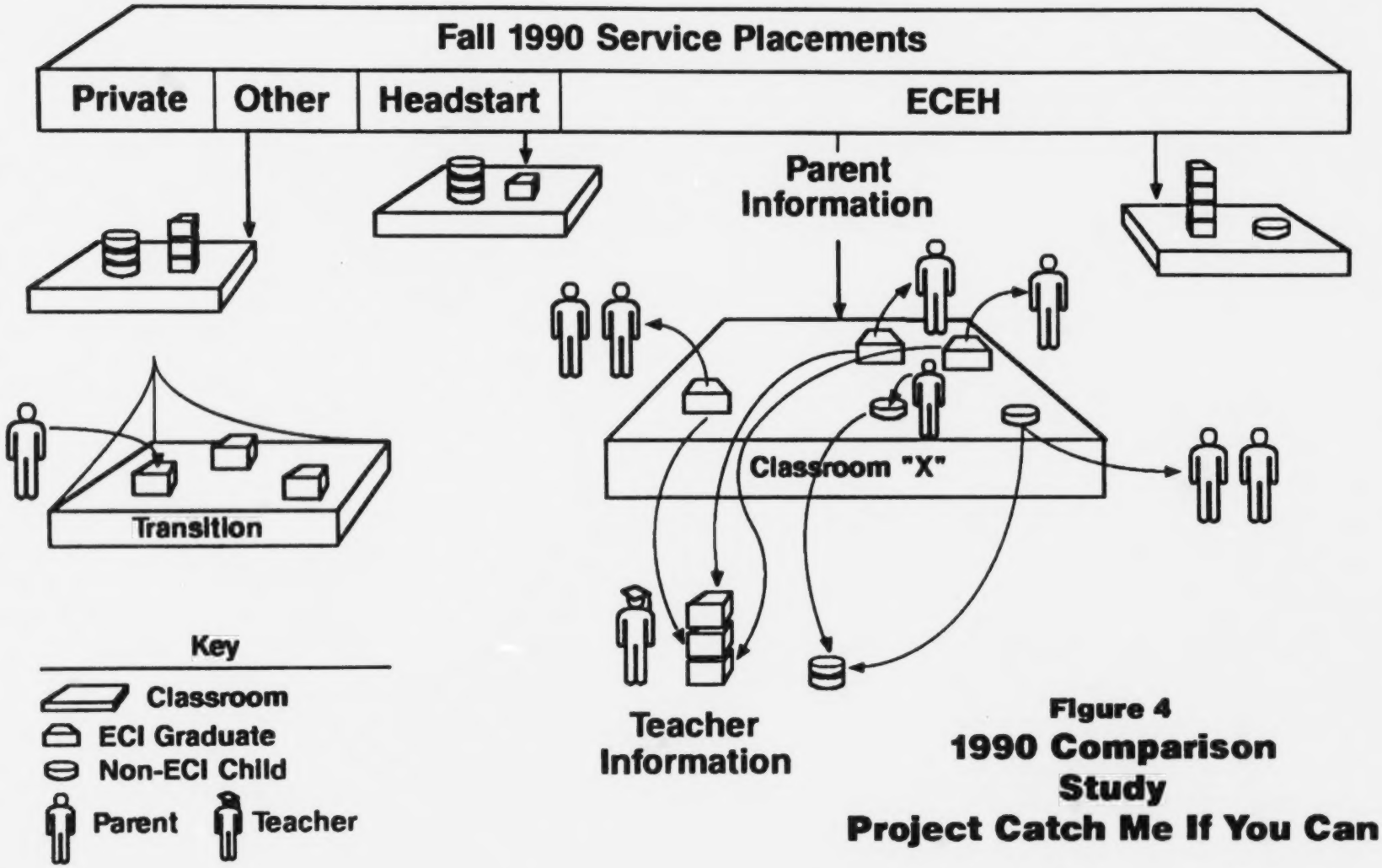
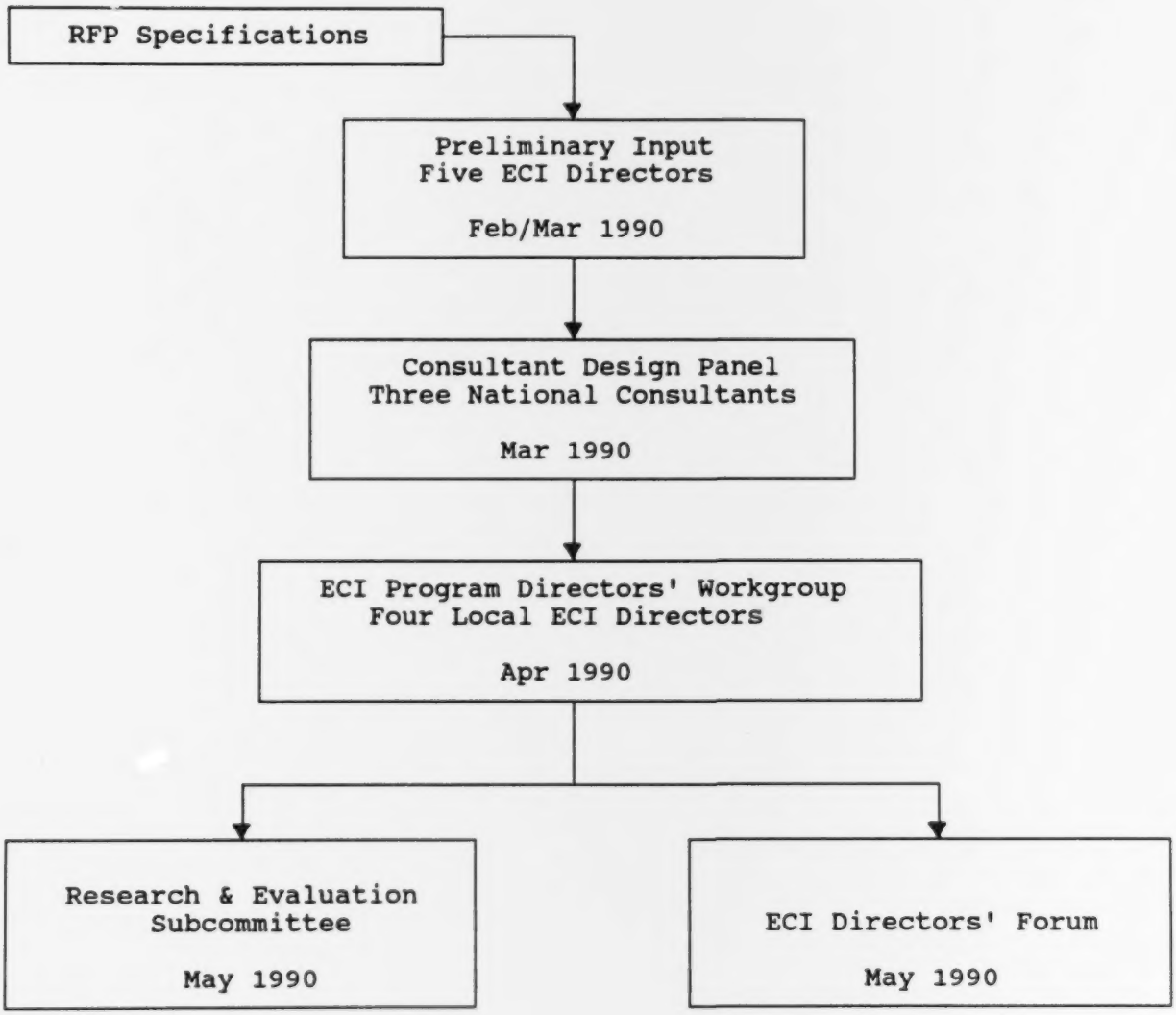


Figure 4
1990 Comparison Study
Project Catch Me If You Can

PROJECT CATCH ME IF YOU CAN

DEVELOPING THE RESEARCH MODEL



PROJECT CATCH ME IF YOU CAN

PARTICIPATING ECI PROGRAMS

West Texas Region

Lubbock ISD
Gloria Galey, DEBT Administrator

Central Plains MHMR
Jane Crouch, Director

San Antonio Region

Center for Health Care Services
John Delgado, PACES Director

Brighton School, Inc
Vicki Aguirre Cox, Director

Easter Seal Rehabilitation Center
Linda Bishop, ECI Director

Edgewood ISD
Blanche Delgado, Ninós Coordinator

Parent Education Early Intervention Program
Mary Miller, Director

South Texas Habilitation Center
Edna Torres, Director

PROJECT CATCH ME IF YOU CAN

RESEARCH QUESTIONS

Project Research Groups

What was the ECI graduate population who met research criteria for inclusion in the study?

What was the demography of ECI graduates?

Special Services

What services did ECI graduates receive prior to graduation?

Service Placements

What were the referral placements of ECI graduates?

How did referral placements of ECI graduates compare to actual placements?

Reports from Parents of ECI Graduates

What were the ECI parent perceptions of the child's progress and positive aspects of participation in the ECI program as reported by parents?

What was the ECI parent acceptance and understanding of the child's special needs?

What was the ECI parent perception of the stress on families and strength factors of families?

What was the ECI parent understanding of teaching and caring for the special needs of the child?

What was the ECI parent perception of the development of advocacy skills?

Reports from Teachers of ECI Graduates

What were the school adjustment skills of ECI graduates?

Issues in Model Development

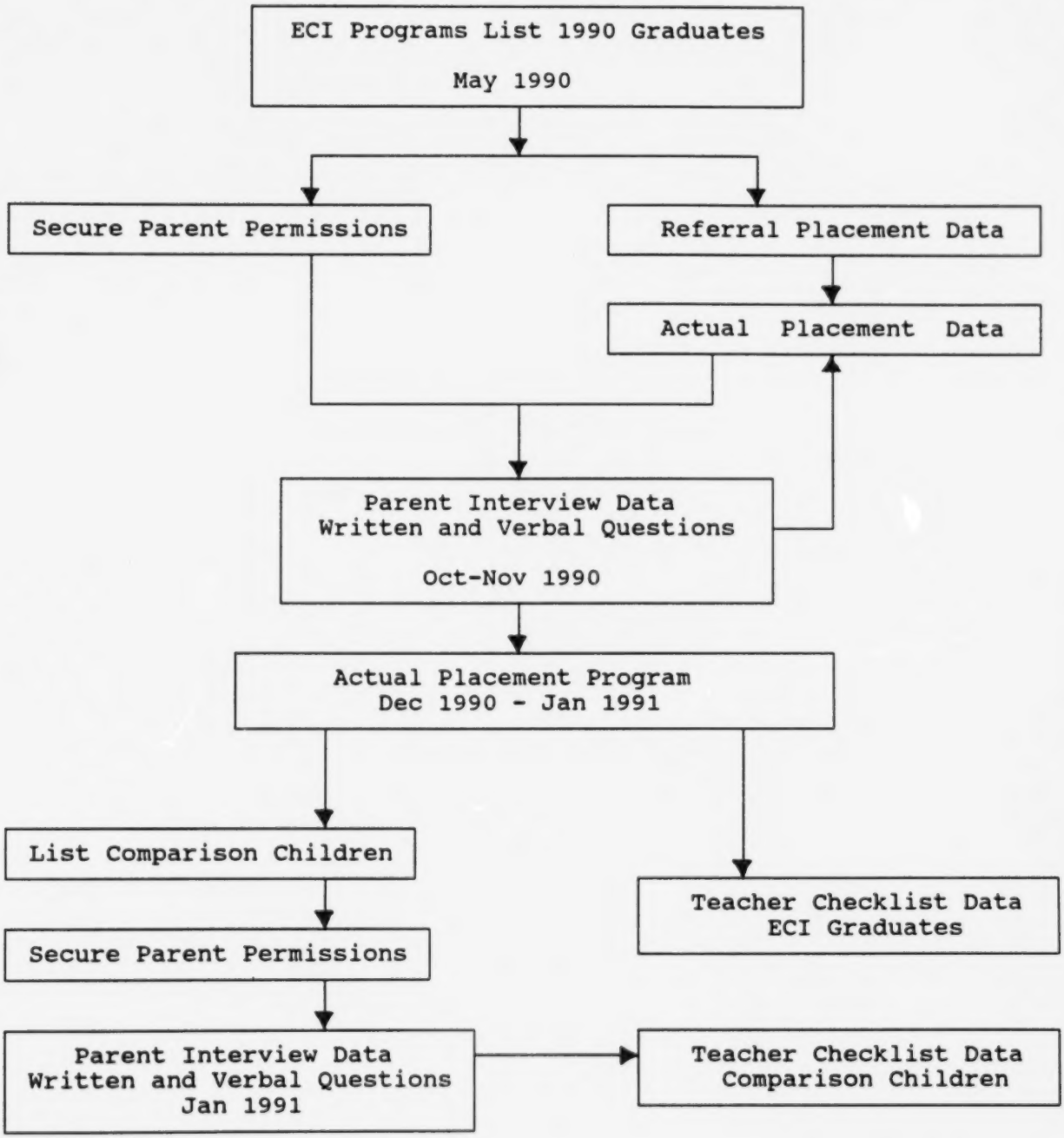
What was the cost of data collection in the CMYC research model?

What is the feasibility of securing comparison children who have not had ECI experience?

What is the feasibility of the CMYC research model?

PROJECT CATCH ME IF YOU CAN

DATA COLLECTION PROCEDURES



SUMMARY OF MAJOR FINDINGS

The remainder of this Executive Summary presents a summary of major findings for each research question, and a "Quick Look" summary appears at the beginning of each topical grouping of questions. "Quick Look" summaries appear on the following pages:

Topical Area	Page
Project Research Groups	12
Special Services	20
Service Placements	25
Reports from Parents of ECI Graduates	28
Reports from Teachers of ECI Graduates	38
Issues in Model Development	41

"Quick Look" Summary for

Project Research Groups

o There were a combined total of 293 ECI graduates in the two sample regions (San Antonio and West Texas).

o The rate of obtaining parent permissions (48%) was much lower than the expected rate of 90%, and this was due to failure to make personal contact with parents when requesting permission.

o The parent interview sample (N=76) represented 27% of the total ECI graduate population.

o Research sample groups were generally comparable in terms of ethnic composition, gender, and level of disability.

o The following tables and graphs present fairly detailed descriptive information for research groups.

WHAT WAS THE ECI GRADUATE POPULATION THAT MET DESIGNATED RESEARCH CRITERIA FOR INCLUSION IN THE STUDY?

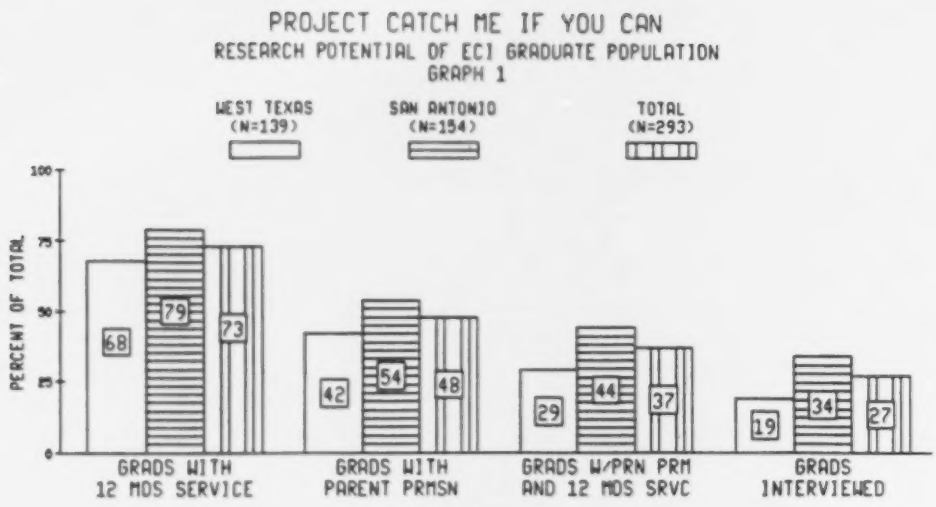
The CMYC research model called for a minimum of 12 months of service in an ECI program prior to graduation. Followup study of graduate placement was done anonymously and did not require parental permission. The in-depth data collection with parents and teachers required parent permission.

Table 1

Total ECI Graduates in Sampled Regions

	West Texas (N=139)	San Antonio (N=154)	Total (N=293)
Grads with 12 Mos. of Service	68%	79%	73%
Total Grads with Parent Permission Rc'd	42%	54%	48%
Total Grads with Parent Permission Rc'd and with 12 Mos. of Service	29%	44%	37%
Total Grads with Parent Permission Rc'd, 12 mos. of Service, and parent interviewed	19%*	34%	27%

*Note that all interviewed parents resided within the immediate Lubbock area, since there were very few parents available for interview in the outlying areas.



o Almost three-fourths of the graduates (73%) met the selection criterion of having received at least twelve months of ECI service.

o Permission to participate in the study was received for about one-half of the graduates (48%).

o The rate of parent permissions received was highest in programs who contacted the parents personally or in a group setting at the program.

o Missing parent permission was almost totally due to failure to locate parents (due to change in residence) or to failure of parents to return permission forms that were mailed to them.

o Following personal contact with a parent by the local ECI program, only about 4% of the parents actually refused to participate in the study.

o Given personal contact by the local ECI program, one would expect about 95% of parents to participate in any study similar to Project CMYC (the percent may be somewhat lower in rural areas).

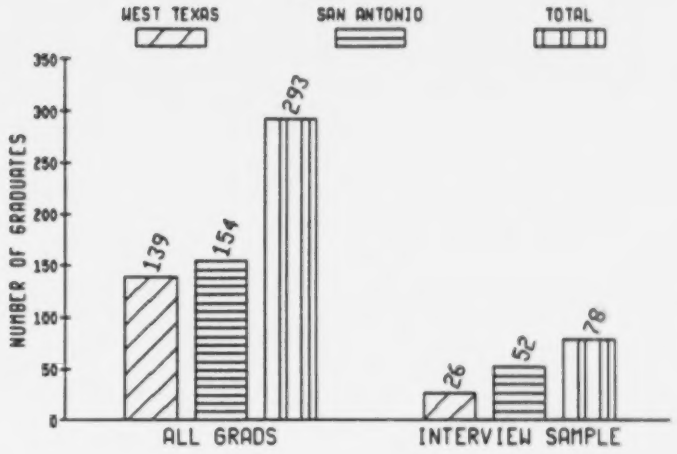
o More than one-third of the graduates (37%) met both the criteria of at least 12 months of service and parent permission.

o The final parent interview sample included 27% of all ECI graduates in the SA and WT regions. Efforts to contact parents for interview were thorough, and failure to locate parents was due to parents having moved out of the area, no current phone number, or inability to schedule a suitable time for the interview.

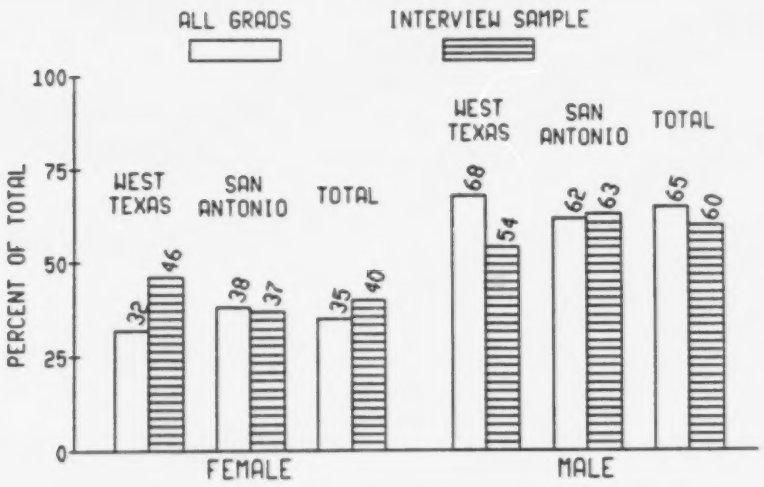
o The numbers of graduates who met research criteria varied somewhat between the WT region (18%-68%) and the SA region (33%-79%). The difference between regions was due to the rural nature of the WT region, where graduates tended to have received shorter periods of service, and parents reportedly had less interest in any kind of research project.

WHAT WAS THE DEMOGRAPHY OF ECI GRADUATES?

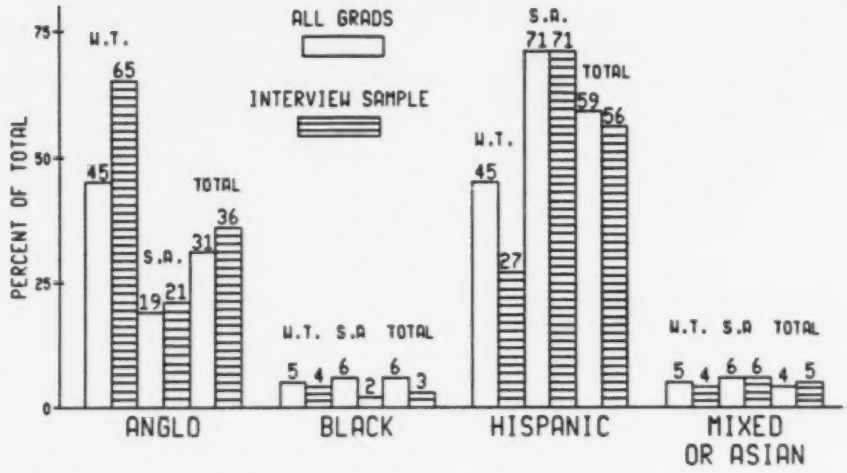
PROJECT CATCH ME IF YOU CAN
ECI GRADUATE POPULATION AND SAMPLE
GRAPH 2



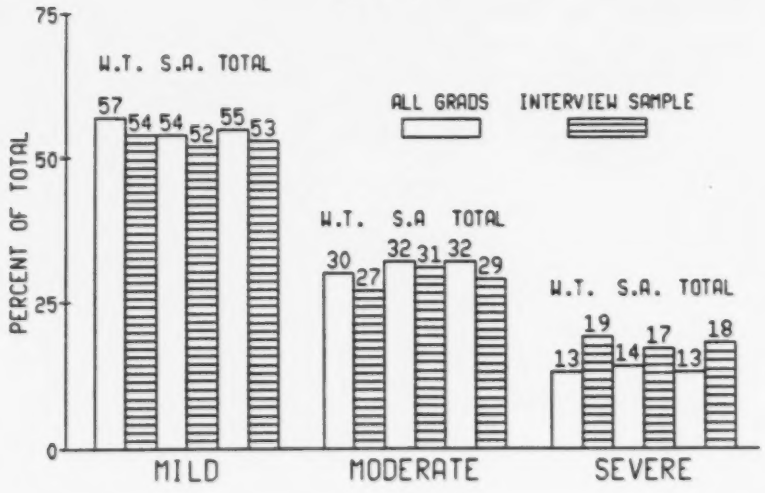
PROJECT CMYC-ECI GRADUATE POPULATION AND SAMPLE
PERCENT BY GENDER
GRAPH 3



PROJECT CMYC-ECI GRADUATE POPULATION AND SAMPLE
PERCENT BY ETHNICITY
GRAPH 4



PROJECT CMYC-ECI GRADUATE POPULATION AND SAMPLE
PERCENT BY SEVERITY
GRAPH 5



o About two-thirds of all graduates in the two sample regions were male.

o In the West Texas region, graduates were about one-half Anglo and one-half Hispanic; in the San Antonio region, graduates were about 70% Hispanic and 20% Anglo.

Table 2

Comparison of Ethnicity of ECI Graduates in Project CMYC to Total Metropolitan Communities and to the Total State-wide ECI Population

	Anglo	Black	Hspnc	Other
West Texas Region				
Lubbock Metro	67%	8%	23%	2%
ECI Graduates (CMYC)	45%	5%	45%	5%
San Antonio Region				
San Antonio Metro	36%	7%	55%	2%
ECI Graduates (CMYC)	19%	6%	71%	4%
State-wide ECI System	46%	18%	32%	4%
Total ECI Graduates (CMYC)	32%	6%	58%	4%

o The ECI graduate population differed from total community population in terms of Anglo/Hispanic composition. The ECI graduate population included appreciably greater Hispanic representation and less Anglo representation than did total community population. This was also true when compared to the total state-wide ECI system population (Table 2).

o Slightly more than one-half of all graduates were considered as mildly disabled.

o The overall parent interview sample was very comparable to all graduates in the two sample regions; the parent interview sample in the WT region was somewhat different in terms of gender and ethnicity.

Table 3

Annual Income of Interview Families
by Ethnicity and Disability Severity

Annual Income	Anglo (N=26)	Hspnc (N=42)	Other (N=6)*	Total (N=74)
Less than $20,000 (N=43)	27%	79%	50%	58%
$20-40,000 (N=22)	50%	19%	17%	30%
$40-60,000 (N=6)	15%	2%	17%	8%
More than $60,000 (N=3)	8%	0%	17%	4%

Annual Income	Mild (N=37)	Modrt (N=23)	Severe (N=14)
Less than $20,000 (N=43)	68%	43%	57%
$20-40,000 (N=22)	19%	39%	43%
$40-60,000 (N=6)	11%	9%	0%
More than $60,000 (N=3)	3%	9%	0%

*Note that percent values are very tentative due to the extremely small N.

o A little more than one-half of the parent interview sample (58%) reported an annual income of less than $20,000, and almost all parents (88%) reported income of less than $40,000.

o The vast majority of Hispanic parents (79%) reported annual income below $20,000, and only 27% of Anglo parents reported a similar income level. Note that for the most part, income and ethnicity were highly related within the parent interview sample.

o While disability severity was not generally related to income level, there was somewhat greater representation of graduates with mild disabilities in families with reported income of less than $20,000.

"Quick Look" Summary for

Special Services

o Nearly one-half of parents of ECI grads (41%) reported having received no special help with their child before enrollment in an ECI program.

o Parents reported hours of service per week and location of service, but these reports disagreed significantly with ECI program records.

o Many parents erroneously reported having received center-based services and over reported the length the length of weekly service.

o Parents generally reported the use of special devices, equipment, and toys with only fair accuracy, and reported the extent of transportation services with less accuracy.

o Parents of children with more severe levels of disability generally reported greater use of special devices, equipment, and toys.

o Although the CMYC model targeted parents as the primary source of descriptive information about services received, parents were found to be an inaccurate source for this information.

WHAT SERVICES DID ECI GRADUATES RECEIVE PRIOR TO GRADUATION?

Table 4

Percent of Interview Families by
Kind of Help Reportedly Received before ECI Program*

	None	Doctor	Clinic	Other
Total Group (N=76)	41%	26%	11%	33%
Mild (N=39)	38%	28%	13%	33%
Moderate (N=23)	39%	35%	9%	30%
Severe (N=14)	50%	7%	7%	36%
Anglo (N=27)	44%	22%	4%	30%
Hispanic (N=43)	42%	30%	12%	30%
Other (N=6)	17%	17%	17%	67%

*Percents may total to more than 100% since parents could report more than one kind of help.

o About 41% of graduates in the parent interview sample had received no services before the ECI program (about one-half of these possessed either a moderate or severe disability).

o Most services received before the ECI program were from a doctor or from a variety of sources, which primarily included a nurse, an early intervention referral program, and another ECI program.

Table 5 gives a comparison of service time and site as reported by parents and as specified in the ECI program records. For example, the first entry (94%) in Table 5 shows that of those 17 parents who really did receive service in both the center and home (as reported by ECI programs), 94% of the parents reported that they had received services in the home, and 82% reported having received services in a center. Similarly, of the 33 parents who actually received services in only the home, 42% reported having received services in a center.

Table 5

Comparison of Service Time per Week and Site of Services Received as Reported by Parents and ECI Programs

	Parent Report							
	Site				Hours per Week			
	Home		Center		Home		Center	
Program Report	N	%	N	%	N	%	N	%
Center & Home	17	94%	17	82%	16	69%	14	71%
Home Only	33	94%	33	42%	31	84%	NA	
Center Only	26	85%	26	92%	NA		24	42%

Agreement about ECI Service Site

o Relative to parent reports of home-based service, there was agreement between parent and program reports for almost all parents; 94% for center/home parents and "home only" parents, while agreement was somewhat lower (85%) for "center only" parents.

o Relative to parent reports of center-based service, there was agreement for 92% of "center only" parents and 82% agreement for center/home parents, but there was very little agreement (42%) among "home only" parents. More than one-half of these parents reported having received weekly service at an ECI program center, when programs reported no such delivery of center-based service for these parents.

Agreement about Hours of Service per Week

o There was generally less agreement between parents and programs in terms of the hours of service received per week, and on the average, parents reported more time per week than programs.

o The highest agreement was for "home only" parents (84%), and the next highest agreement was for center/home parents (69% - home and 71% - center). Compared to ECI program time reports, home/center parents reported an average of about 36 minutes more per week of home-based service and 8 minutes less per week of center-based service. "Home only" parents reported an average of 45 minutes per week more than programs reported.

o The lowest agreement (42%) was for "center only" parents. Of the 14 parents whose time reports did not agree, 8 parents (57%) reported more time than did the ECI programs. On the average, parents reported almost 6 hours of center-based service per week more than the ECI programs reported.

Table 6

Percent of Interview Families by
Services Reportedly Provided by ECI Programs

	Trnsprt	Special Equpmnt, Devices	Special Equpmnt at Home	Special Tchng Toys at Home	None
Total Group (N=76)	37%	26%	30%	45%	24%
Mild (N=39)	49%	13%	15%	36%	33%
Moderate (N=23)	17%	39%	39%	43%	17%
Severe (N=14)	36%	43%	57%	71%	7%
Anglo (N=27)	19%	30%	30%	37%	30%
Hispanic (N=43)	49%	26%	28%	47%	21%
Other (N=6)	33%	17%	50%	67%	17%

o About one-fourth of the parents (24%) reported having received no special equipment, devices, toys, or transportation from ECI programs.

o Special teaching toys for use at home was the most frequently cited service, but other services were cited almost as frequently.

o About one-half of the Hispanic parents (21 of 43) reported having received transportation, and less than one-fourth of Anglo parents (5 of 27) reported having received transportation.

BEST COPY AVAILABLE

Table 7

Comparison of Parent and ECI Program Reports
of Services Provided by ECI Programs

	Percent Agreement
Transportation	74%
Special Equipment, Devices	71%
Special Equipment at Home	70%
Special Teaching Toys at Home	59%

o Agreement between parent and ECI program reports of services provided ranged from 59% to 74%

o Sources of disagreement about services were about equally balanced between parents and programs, except for transportation where parents reported the service three times more frequently than programs.

o Generally speaking, parents were not an accurate source of information about services received. Parent reports included errors about the service site, length of service, and delivery of transportation services.

"Quick Look" Summary for

Service Placements

o The vast majority of ECI graduates (88%) were referred to public school special programs, and 61% of graduates enrolled in these special programs.

o The remaining 39% of graduates, who did not enroll in public school special programs, enrolled in alternative placements (11%), refused service (10%), were ineligible for special services (4%), or were waiting for service placement (3%) (11% could not be located).

o Placement results were basically comparable in both the San Antonio and West Texas regions.

What were the referral placements of ECI graduates?

How did referral placements of ECI graduates compare to actual placements?

Table 8

Program Report of Referral and Actual Placements for All ECI Graduates (N=293)

	Placement	
	Referral	Actual*
Unspecified ISD Program	47%	33%
ECE-H	25%	17%
Neighborhood Speech	7%	3%
Other Special Programs	4%	2%
Chapter I	3%	3%
COOP	2%	3%
Total ISD Programs	88%	61%
Refused Services	4%	10%
Other Private Services	4%	7%
Headstart	2%	4%
Ineligible	2%	4%

* The sum of actual placement percents is 86%. The remaining placements were: 7% moved out of area, 4% unable to locate, 3% waiting for service.

o Almost all ECI graduates (88%) were referred to an ISD program, and 61% of the graduates entered an ISD program.

o Ultimately, about 10% of graduates refused services.

Table 9

Program Report of Referral and Actual Placements
for All ECI Graduates by Region (N=293)

	Placement			
	West Texas		San Antonio	
	Referral	Actual*	Referral	Actual**
ISD Program	83%	61%	89%	61%
Refused Services	8%	13%	1%	8%
Other Private Services	1%	2%	8%	10%
Headstart	3%	2%	2%	6%
Ineligible	5%	6%	0%	3%

* The actual placement percent totals 84%. The remaining placement was 8% moved out of area, 3% unable to locate, 5% waiting for service.

** The actual placement percent totals 88%. The remaining placement was 5% moved out of area, 6% unable to locate, 1% waiting for service.

o There were "minor" variations between the West Texas and San Antonio regions in terms of graduate placements.

- Referral to ISD programs was slightly greater in the SA region.
- Refusal rate was slightly greater in the WT region.
- Private services were more prevalent in the SA region.

"Quick Look" Summary for

Reports from Parents

of ECI Graduates

o The absence of comparison groups restricted the value of parent reports, but comparison of reports as projected by parents back to their child's second birthday and reports after their child's graduation from an ECI program SUGGESTED that ECI PROGRAMS may have been EFFECTIVE in terms of IMPROVING PARENT:

- UNDERSTANDING of their child's disability.
- KNOWLEDGE of where to get help for their child.
- EXPECTATIONS for their child to attend a regular school, regardless of the child's level of disability.

o Almost all parents (91%) reported that their child made good progress while in an ECI program. Benefits included:

- Improved speech, communication.
- Improved motor and social skills.
- More "normal" behavior/activity

o Parents reported numerous family and community benefits from ECI participation, including improved communication, support and acceptance, and caregiving for their child.

o Parents held optimistic expectations about the long-range achievements of their child.

What were the ECI parent perceptions of children's progress and positive aspects of participation in the ECI program as reported by parents?

Table 10

Extent of Child Progress Reported by Parents

	Very Much	Pretty Good	Some	Little	None
Total Group (N=76)	66%	25%	8%	0%	1%
Mild (N=39)	67%	26%	5%	0%	2%
Moderate (N=23)	74%	13%	13%	0%	0%
Severe (N=14)	50%	43%	7%	0%	0%
Anglo (N=27)	74%	15%	11%	0%	0%
Hispanic (N=43)	58%	33%	7%	0%	2%

o Almost all parents (91%) reported that their child had made either pretty good or very much progress while in the ECI program.

o While reports of pretty good or very much progress were nearly equivalent across ethnic and severity groups, reports of very much progress varied for subgroups. Fewer parents of children with severe disabilities reported very much progress, and more Anglo than Hispanic parents reported very much progress.

When asked to name two or three good things that happened during their child's ECI enrollment, all but one parent cited one or more things. Table 11 summarizes these.

Table 11

Good Things Reported by Parents that Happened During ECI Program Enrollment

	Percent of Parents
Child-Centered Benefits	
Improved speech, communication	27%
Improved motor skills	23%
Social development/interaction	17%
More "normal" behavior/activity	11%
Cognitive skills	5%
Parent/Family Benefits	
Improved understanding of the disability	21%
Helped deal with child's disability	21%
General support from ECI program	16%
Improved closeness/communication	13%
Obtained resources/agency help	12%
Interaction with other parents	7%
Advocacy	3%

Listing of Selected Parent Comments

"Her first year prognosis was proven wrong at the program. The goals were helpful."

"Home worker helped a lot. Center was helpful - we found a lot of support with the program. Our child will get to go in the swimming pool now."

"We can understand what he's saying. He tells us of his school experiences. He even corrects us."

"I saw how our child learns new things,....We taught him how to throw a kiss."

"Guidance/help in every step. Advice in what to do, how to do, notice what steps need to be taken, help understand medical aspects and terms of handicap."

When asked about the importance of the ECI program, almost all parents said that the program was important. Table 12 summarizes this information.

Table 12

Percent of Parents Who Reported That the ECI Program was Important

	Yes	Don't Know Missing	No
Important to You Personally	99%	1%	0%
Important to Your Family	91%	7%	2%
Important to the Community	76%	21%	3%

- Ways in which ECI had been important personally to parents included:

	Percent of Parents
Knowledge/understanding	32%
Improved progress by the child	30%
Learning how to work with the child	30%
Emotional support/acceptance	28%
Improved communication with child	23%

- Ways in which ECI had been important to the family included:

Other family members working with the child	27%
Improved progress by the child	21%
Improved family interaction	20%
Improved knowledge/understanding	16%
Emotional support/acceptance	13%
Benefits to siblings, increased expectations, and others	21%

- Ways in which ECI had been important to the community:

Helping lots of people	36%
Community benefits (such as volunteerism, awareness, interaction)	24%
No other service available	19%
Other	28%

47 BEST COPY AVAILABLE

Table 13

Comparison of Parent's Expectations
of the Child Attending Regular School

	Yes	Maybe	No
Looking Back to Child's Second Birthday- I thought my child would go to regular school.			
Total Group (N=74)	51%	27%	22%
Mild (N=39)	56%	28%	15%
Moderate (N=22)	36%	32%	32%
Severe (N=13)	50%	25%	25%
Anglo (N=27)	52%	30%	18%
Hispanic (N=41)	49%	27%	24%
Looking Ahead-My child will be able to go to regular school with other children.			
Total Group (N=76)	75%	22%	1%*
Mild (N=39)	79%	18%	0%
Moderate (N=23)	65%	31%	4%
Severe (N=14)	71%	21%	0%
Anglo (N=27)	70%	30%	0%
Hispanic (N=43)	74%	21%	2%

* Two percent of the parents responded "not realistic" or "not thought about."

o When looking ahead, three-fourths of all parents (75%) felt that their child would go to regular school. This contrasted sharply with only 51% who felt similarly when looking back to the time of the child's second birthday.

o The expectation for regular school was nearly equivalent across disability severity and ethnicity.

o When looking back to their child's second birthday, about one-fifth of the parents (22%) thought that their child WOULD NOT go to a regular school, and after ECI graduation almost everyone thought their child WOULD go to a regular school.

What was the ECI parent acceptance and understanding of the child's special needs?

o Almost all parents (97%) reported that their child's disability had been explained to them, and 95% reported that they had a clear picture of their child's needs. Parents of children with mild disabilities were somewhat stronger in stating that they had a clear picture of their child's needs.

Table 14

Percent of Parents Reporting
Good.Understanding of Child's Disability

ECI Program Entry	Yes	Maybe	No
Before 2nd Birthday (N=52)	75%	17%	8%
After 2nd Birthday (N=20)	55%	20%	25%

o When looking back to their child's second birthday, most parents (69%) reported that they had a good understanding of their child's disability. However, 75% of parents whose child entered the ECI program before their second birthday, and only 55% whose child entered after their second birthday indicated that they had a good understanding of the disability.

o Parents generally indicated acceptance of their child's disability.

  o The vast majority of parents (85%) said that they felt comfortable with their child in public. About one-half of parents (54%) of children with severe disabilities felt the same way.

  o The vast majority said that they were able to explain their child's special needs to neighbors (84%) or family/friends (88%). Somewhat fewer Hispanic parents (74%) than Anglo parents (96%) said that they could explain to neighbors, but there was no substantial group difference in responses for explaining to family/friends.

- Parents were generally very optimistic about the long-range achievement of their child.

  - About one-half or more of the parents felt that their child would drive a car (55%), have a part-time job (55%), leave home and get an apartment (47%), and get a full-time job (63%). Most parents (79%) thought their child would graduate from high school,and 64% expected their child to attend college or a trade school.

  - About one-half (49%) expected their child to get married eventually, and 74% thought that their child would participate in church/community activities.

What was the ECI parent perception of the stress on families and strength factors of families?

- A relatively small percent of parents (11%) indicated that there was a lot of anger and resentment in their families.

- Almost all parents (92%) noted that their family agrees on important matters, and a large majority (77%) said that their family does things together.

- More than one-half the parents (58%) reported worrying about what will be done with their child when he/she gets older. This was especially so for parents of children with severe disabilities (79%).

- Hispanic parents reported somewhat less stress than did Anglo parents.

    - A large majority of Hispanic parents (79%) indicated that the care of the special needs child did not cause a strain, while fewer Anglo parents (52%) indicated in the same way.

    - More Hispanic parents (86%) than Anglo parents (67%) reported that they were not upset with the way their life was going.

- Less than one-half of the parents (43%) said that their social life would not suffer in the future because of increased responsibilities and financial pressures, and even fewer parents of children with severe disabilities (28%) reported that their social lives would not suffer.

What was the ECI parent understanding of teaching and caring for the special needs of the child?

o Most parents (81%) reported a good understanding of the special skills needed for caring for the child.

o Almost all (99%) said that they were able to use everyday things around the house to help the child learn and that they were able to watch and understand what the child was learning to do (95%).

o Parents of children with severe disabilities were somewhat less positive in reports of their caring and teaching of the child.

o About one-third of the parents reported that learning how to teach dressing/feeding skills, to pick out toys, to play with the child, and to talk to the child just came naturally.

o About one-fourth cited the child's ECI teacher as the resource in their learning how to pick out toys, play with the child, talk to the child, and teach the child to behave.

o Parents of children with severe disabilities were generally more likely to cite the ECI teacher as the resource for their personal learning.

What was the ECI parent perception of the development of advocacy skills?

o Most parents (60%) indicated that they know the legal rights that protect children with special needs.

o Almost all parents (91%) reported that they feel comfortable talking about their child's special needs with a new teacher, but more Anglo parents (96%) than Hispanic parents (72%) reported such.

o About one-third said that they had done something to improve community life for children with special needs.

o Two-thirds of parents reported knowing where and how to get special services for their child.

Table 15

Percent of Parents Reporting That They Knew Where to Get Help for Their Child

ECI Program Entry	Yes	Maybe	No
Before 2nd Birthday (N=52)	81%	8%	11%
After 2nd Birthday (N=20)	40%	15%	45%

o When looking back to their child's second birthday, 81% of the parents who were in an ECI program reported that they knew where to get help for their child, but only 40% who were not in a program reported that they knew where to find help.

"Quick Look" Summary for

Reports from Teachers

of ECI Graduates

- Teachers rated 59 ECI graduates on 16 different classroom skills/behaviors.

- Teacher ratings indicated a high degree of performance by one-half or more of the ECI graduates on 10 of the 16 skills/behaviors.

What were the school adjustment skills of ECI graduates?

Table 16

Teacher Ratings of ECI Graduate (N = 59) Performance

	Mean*	Std Dev	Percent with Independent or Functional Skill**
Play - independent or group	3.90	1.17	72%
Tolerate separation from home	4.14	0.88	71%
Respond to teacher praise	4.19	0.96	70%
Participate group activities	3.52	1.13	65%
Attempt to communicate	3.85	1.16	62%
Respond to teacher directions	3.24	1.10	56%
Follow classroom routine	3.56	1.22	56%
Adapt to non-classroom settings	3.69	1.10	56%
Relate to peers	3.46	1.14	54%
Do self-directed activities	3.27	1.35	51%
Adjust different situations	3.56	1.10	46%
Remain quiet while other talk	3.45	1.10	46%
Communicate need for assistance	3.14	1.33	40%
Stay on task	3.16	1.15	40%
Take turn	3.19	1.16	36%
Cope with disappointment	3.05	1.16	35%

*Rating scale: 1 = never|no skills
2 = seldom|emerging skill
3 = moderate|instructional level skill
4 = often|independent skill
5 = always|age appropriate functional skill

**Teacher rating was either '4' or '5.'

o Teachers indicated that one-half or more of the graduates had demonstrated a high degree of performance on ten of the sixteen checklist items.

o The vast majority of graduates (70%-72%) were rated highly on play skills, toleration for separation from home, and responsiveness to teacher praise.

o Other highly rated skills included participation in group activities (65%) and communication (62%).

Table 17

Teacher Mean Ratings of ECI Graduate Performance
by Ethnic Group and Disability Severity

	Anglo (N=19)	Hspnc (N=35)	Mild (N=26)	Modrte (N=22)	Severe (N=11)
Play - independent or group	3.78	4.14	4.27	3.82	3.10
Tolerate separation from home	4.00	4.20	4.31	3.86	4.27
Respond to teacher praise	4.05	4.23	4.42	4.09	3.82
Participate group activities	3.41	3.74	3.83	3.50	2.80
Attempt to communicate	3.68	3.89	4.19	3.68	3.36
Respond to teacher directions	3.11	3.49	3.50	3.32	2.40
Follow classroom routine	3.33	3.82	3.96	3.59	2.50
Adapt to non-classroom settings	3.44	3.97	4.13	3.59	2.90
Relate to peers	3.53	3.55	3.79	3.36	2.91
Do self-directed activities	2.90	3.63	3.85	3.09	2.27
Adjust different situations	3.53	3.49	3.96	3.18	3.36
Remain quiet while other talk	3.37	3.50	3.24	3.50	3.82
Communicate need for assistance	3.05	3.31	3.77	3.05	1.82
Stay on task	3.00	3.34	3.38	3.14	2.60
Take turn	3.32	3.32	3.40	3.23	2.64
Cope with disappointment	2.90	3.27	3.50	2.82	2.55

o For all items but two, teachers rated Hispanic graduates at a higher level of performance than Anglo graduates. The difference was most dramatic for items dealing with self-directed activities.

o While mean ratings tended to be lower for more graduates with severe disabilities, comparison of teacher ratings to disability severity showed that the higher ratings were generally distributed across all severity categories. Hence, the percent of graduates with high teacher ratings (Table 15) was not due totally to level of disability severity.

"Quick Look" Summary for

Model Development

o The functions of data collectors that consumed the most time were travel (39%) and either parent interviews (35%) or school interface (24%).

o In terms of data collector resources, the cost of one completed parent interview was about $23, and the cost of one completed teacher checklist was about $19.

o Given the volume of information collected, parent interview data were much more cost effective.

o Few comparison children were identified, but this was due in part to the failure of parents of comparison children to return permission forms.

o The CMYC research model generally worked well; areas for improvement include refinement of selected items, more accurate description of special services, and finding alternative approaches to obtaining a comparison group for evaluating ECI program impact.

o Future research efforts should consider alternative means of obtaining comparisons for ECI graduates. For example, appraisal personnel in the San Antonio region reported that ECI graduates made better progress than other unserved children with disabilities and that parents of ECI graduates had greater awareness of their child and greater involvement in their child's education.

What was the cost of data collection in the CMYC research model?

Table 18

Percent of Data Collector Time by Function

Function	Parent Interview	Teacher Checklist
Travel	39%	39%
Parent Interview	35%	-
School Interface	-	24%
Data Forms Mgmnt	7%	16%
MRA Interface	11%	10%
Telephone-Parents	8%	-
Telephone-Schools	-	11%
Total Hours	174	99

o For both parent interviews and teacher checklists, a significant portion of data collector time (39%) was consumed by travel.

o About one-third of data collectors' time (35%) was spent in actual parent interviews (the average length of parent interviews was 50 minutes).

o About one-fourth of data collectors' time (24%) was spent on-site at schools interacting with school personnel and obtaining completed teacher checklists.

o Data forms management required proportionally less time for parents (7%) than for schools (16%).

Charts 1 and 2 on the next page present the data from Table 18 in pie-chart format.

PROJECT CATCH ME IF YOU CAN
Percent of Data Collector Time by Function
Parent Interview

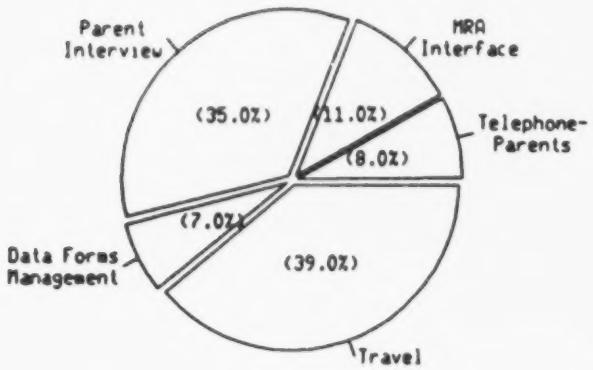


Chart 1

PROJECT CATCH ME IF YOU CAN
Percent of Data Collector Time by Function
Teacher Checklist

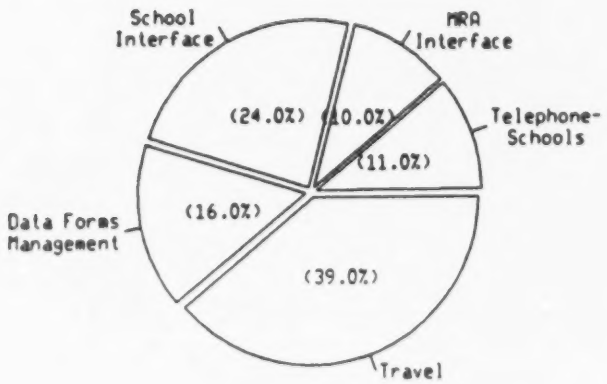


Chart 2

Table 19

Cost of Data Collection

	Parent Interviews (N=76)	Teacher Checklists (N=59)
Total Cost	$1,720.07	$1106.83
Cost per Graduate	$22.63	$18.74

o Data collection costs included fees and expenses paid to project data collectors.

o Although parent interview data cost somewhat more per graduate to collect than teacher checklist data, the amount of information collected from parents was much greater and more detailed than teacher data.

What is the feasibility of securing a comparison group of children who have not had ECI experience?

o The project found very few children in the two sample regions who had not received ECI services prior to the public school setting. Followup discussions with selected school appraisal personnel strongly suggested that the vast majority of special needs children in the school program had received services before coming to the school program. However, an unknown number of parents of comparison children may have failed to return a signed parent permission form to their school, giving the impression that few comparison children were available.

o Discussions with school appraisal personnel also indicated that those special needs children who had not received prior services generally had milder degrees of disability severity.

o There are clear indications that a comparison group of children, at least within the context of the CMYC model, may not be a feasible option.

o Alternative means of securing a comparison should be considered; perhaps a refined and improved use of "Looking Back" and "Looking Ahead" items for parents, or perhaps comparative reports from other groups of professionals. Followup discussions, for example, with appraisal personnel (N = 6) assigned to schools in the San Antonio region, found that appraisal personnel reported having observed very distinct differences favoring ECI graduates over other unserved children with disabilities. These differences generally included:

- greater child progress,
- greater parent awareness about the child, and
- greater parent involvement with the school and child.

What is the feasibility of the CMYC research model?

o The CMYC research model is feasible, with the probably exclusion of the provision for comparing ECI graduates to children who have not received ECI services.

o The data collector function of the model, parent interviews, and collection of followup placement data worked well. Collection of teacher checklist information worked adequately, but required more resources than parent interviews.

o Modification of the model to secure parent permission at the time of ECI graduation would result in an estimated cooperation rate of 90% to 95%.

o Improvements in parent and teacher checklists could be realized by eliminating or combining selected items and by further study of selected items to determine response tendencies among ethnic groups.

o Modification of the model could readily be made to collect parent data at time of ECI graduation , and followup contact with parents about placement could be done by telephone at a later date.

FOR MORE INFORMATION

A lengthy technical report, including extensive tabular data, instrumentation, forms and letters, is available for cost of reproduction and mailing from the ECI office in the Texas Department of Health, 1100 West 49th Street, Austin, TX 78756.

For specific questions, contact either the project officer, Donna Samuelson (512/458-7673) or project director, Daniel J. Macy (903/896-1904).